



# Kansas Standards Alignment

*The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:*

English Language Arts Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7 Speaking and Listening	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓
Grade 7 Speaking and Listening	SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓	✓
Grade 7 Speaking and Listening	SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓

<p><b>Grade 7</b> Speaking and Listening</p>	<p>SL.7.2</p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 7</b> Speaking and Listening</p>	<p>SL.7.3</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8</b> Speaking and Listening</p>	<p>SL.8.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8</b> Speaking and Listening</p>	<p>SL.8.1c</p> <p>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<b>Grade 8</b> Speaking and Listening	SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓
<b>Grade 8</b> Speaking and Listening	SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	✓	✓	✓

<b>Health Education</b> <b>Grades 7-8</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>	
Health Promotion and Disease Prevention	Standard 1. The student will comprehend concepts related to health promotion and disease prevention as related to: (a) nutrition, (b) prevention and control of disease, (d) personal health, (g) environmental health, (i) consumer health, (j) community health.	✓	✓	✓

Health Promotion and Disease Prevention	Standard 1, Benchmark 1 The student will explain the relationship between positive health behaviors and wellness.		✓	
Health Promotion and Disease Prevention	Standard 1, Benchmark 3 The student will describe the influence of family, community, and peer on adolescent health decisions.		✓	
Health Promotion and Disease Prevention	Standard 1, Benchmark 4 Students describe ways to reduce risks related to adolescent growth and development.		✓	
Access Health Information, Products and Services	Standard 2, Benchmark 1 The student will demonstrate the ability to access valid health information and health-promoting products and services		✓	
Self-Management	Standard 3 The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.		✓	

Self-Management	Standard 3, Benchmark 1 The student will explain the importance of assuming responsibility for health behaviors.	✓	✓	✓
Self-Management	Standard 3, Benchmark 3 The student will recognize risky and harmful health behaviors.		✓	
Influence, Culture, Media and Technology	Standard 4 The student will analyze the influence of culture, media, technology, and other factors on health.	✓	✓	✓
Advocating for Health	Standard 7, Benchmark 2 Students share information and express opinions about current issues in health.		✓	✓

<b>History, Government, and Social Studies Grades 7-8</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Choices Have Consequences	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.	✓	✓	✓
Choices Have Consequences	1.2 The student will analyze the context and draw conclusions about choices and consequences	✓	✓	✓
Choices Have Consequences	1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.	✓	✓	✓
Individuals Have Rights and Responsibilities	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.	✓	✓	✓

<p>Societies Are Shaped by the Identities, Beliefs and Practices of Individuals and Groups</p>	<p>3.2</p> <p>The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Relationships Among People, Places, Ideas and Environments Are Dynamic</p>	<p>5.1</p> <p>The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p>	<p>✓</p>		<p>✓</p>
<p>Relationships Among People, Places, Ideas and Environments Are Dynamic</p>	<p>5.2</p> <p>The student will analyze the context and draw conclusions about dynamic relationships.</p>	<p>✓</p>		<p>✓</p>
<p>Relationships Among People, Places, Ideas and Environments Are Dynamic</p>	<p>5.3</p> <p>The student will investigate and connect dynamic relationships to contemporary issues.</p>	<p>✓</p>		<p>✓</p>
<p>Relationships Among People, Places, Ideas and Environments Are Dynamic</p>	<p>5.4</p> <p>The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.</p>	<p>✓</p>		<p>✓</p>

Science grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	✓		✓
Life Science	MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	✓		
Life Science	MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.			✓
Earth And Space Sciences	MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	✓		✓



<p>Earth And Space Sciences</p>	<p>MS-ESS3-4</p> <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</p>	<p>✓</p>		
<p>Earth And Space Sciences</p>	<p>MS-ESS3-5</p> <p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p>	<p>✓</p>		<p>✓</p>
<p>Engineering, Technology and Applications of Science</p>	<p>MS-ETS1-1</p> <p>Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>